

8-1951

A study of personality and interest traits of successful and unsuccessful group work leaders using six standardized tests

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A STUDY OF PERSONALITY AND INTEREST TRAITS
OF SUCCESSFUL AND UNSUCCESSFUL GROUP WORK
LEADERS USING SIX STANDARDIZED TESTS

A Thesis

Presented to

the Faculty of the Department of Psychology
Municipal University of Omaha

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

by

Mary E. Flannigan

August, 1951

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ACKNOWLEDGMENTS

The author wishes to express her grateful appreciation to Dr. William Thompson for his constant advice and criticism during the time of this study. She also expresses her appreciation to Dr. L. N. Garlough for his help and guidance in preparing the statistical material.

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INTRODUCTION

No recreational or leisure-time program can rise above the level of its leadership. No matter how fine the objectives of the Board of Directors and the Executive, if they are not matched by competence of those who actually provide leadership, they fail.

From the standpoint of objectives and policies, nothing so directly determines the value and outcome of a Social Group Work Agency as the leaders in program activities. It is the Group Leaders, whether paid or volunteer, within an agency that reduce to a minimum the gap between the possible and actual effectiveness of the program.

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HISTORY

Social group work is a relatively new method in the profession of social work. It has only been in the last decade that great strides have been made toward giving it professional status. At first, leaders were preoccupied with establishing agencies and services. Now, there is movement in the direction of studying group work processes and leadership so that the quality of programs will be improved.

Much has been written regarding group work, its techniques and its ramifications, but only a small number of studies presented have been scientific, documented research.

In 1944, Arthur Swift (1), in an address before the National Conference of Social Work, said: "If progress is to be made in the field of group work, something must be done to improve the methods and to clarify the standards by which group work and leadership are evaluated."

Social group work has been difficult to define despite numerous efforts. For that reason, it is perhaps better to describe it than to define it.

When we speak of social group work as a method, we mean an orderly, systematic, planned way of working with people in groups. On a professional level, group leaders seek to provide opportunities for planned group experiences needed by all people. The leader helps the group to determine its objectives, purposes and goals.

In the brief paragraph which follows, an attempt is made to describe social group work as it seems to be increasingly viewed by leading authorities: (2)

"Social group work is a process and method through which individuals in groups in social agency settings are helped by a leader to relate themselves to other people and to experience growth opportunities in accordance with their needs and capacities. In social group work, the group itself is utilized by the individual with the help of the leader, as a primary means of personality growth, change and development. The leader is interested in helping to bring about individual growth and social development for the group as a whole as a result of guided group interaction."

The role of a group leader is not satisfactorily defined by merely saying that it is leadership. Literature on leadership is voluminous for leadership itself is a natural phenomenon of all sustained group life. Professional leadership in groups, however, calls for a much different concept of the role. Grace Longwell Coyle (3) gives this approach to group leadership: "If the leader is using the group-work approach he will be aware that such agency objectives, while they may serve to give general direction to his efforts, must be administered in such a way as to leave individuals freedom to choose to participate in them. A group leader is neither a propagandist nor a manipulator. He interprets and makes available the resources of the agency including its outlook on life as expressed in agency objectives. Because his first concern is always the opportunity for self-directed growth, he does not coerce people to accept points of view or teach them indirectly to become subservient to leadership. Free and understanding acceptance of new values and the participation in new learning provide the essential nourishment to growth the group leaders impart."

Trecker (4) develops the belief that the group leader is primarily a "helping person" rather than a "group worker".

"He is present with the group as a "helper" or "enabler," there to do things with the group rather than for the group. His influence is indirect rather than direct. He works through the members of the group and occupies a position of liaison between the group and the agency."

S. R. Slavson (5) explains the nature of leadership in this way:

"Leadership is one of those elusive characteristics that defy definition. It is usually considered a primary characteristic that cannot be induced; "one either possesses it or he does not." Although this concept may be generally true, experience shows that practice and understanding of the problems of leadership improve native ability. Leadership consists of three factors: first, the ability to understand and to respond to the desires and needs of a group; second, the capacity to help the group express these desires constructively and progressively; and, third, the power to focus the attention of a group upon one's self. The leader's presence, even when he remains comparatively inactive, has the effect of integrating the group into a working whole. The group's need for an integrating or unifying principle, such as a common interest, a cause, or an ideal, is also supplied by the personality of the leader---someone who will hold it together as a structural and functioning unit. Leadership, therefore, is a socializing influence if it is exerted indirectly and with restraint."

It is only in recent years that the importance of specialized training for social group work leaders has been recognized. We need more leaders, who have the aptitude and personality for this work, who are trained not only in what activities go into a program, but why and how to get the most out of each one of them.

Hedley S. Dimock and Harleigh B. Trecker (6) report:

"That the leadership situation is anything but reassuring in many Group Work Agencies has been forcibly brought to our attention by the findings of recent studies of leisure-time agencies. The deficiencies of many leaders in maturity, personality, insight and other resources and the rapid

turnover in leadership, which reduces the possibilities of growth through experience and supervision, do not furnish good grounds for expecting outcomes that are commensurate with either need or possibility. The factual testimony of these studies has served chiefly to crystallize and strengthen the misgivings about the inadequacy of leadership."

Wilson-Ryland (7) summarize a group leader in this manner:

"A professional group leader's participation is regulated by his professional understanding of the members' need to have his help proffered or withheld. If he becomes identified with the group as a member, or becomes absorbed in the activity for its own sake, he will lose the opportunity to provide the service he was employed to give. This assumption of professional responsibility is a difficult step to take, for it requires a psychological shift from the function of lay member to that of professional social group leader. It is through professional education, reinforced by experience, that the social group leader learns to keep clearly in view his function as the "enabler".

Partridge (8) defined leadership by saying:

"If the ability for leadership exists in varying amounts among individuals, one important evidence of this capacity must be the ability to inspire confidence in others, manifested by their willingness to follow. Leadership is more than popularity. It must involve the confidence of more than one person at a time, and it must be a lasting confidence which lasts longer than an hour or a week. If there is such a thing as ability for leadership, continued group activity should bring it into light. Constant social interaction within the same group."

All too often the inadequacies of leadership have been accepted with a resigned attitude, as though the condition could not be changed.

Today, agency executives must make a serious and systematic effort to secure, through selection more competent leadership or frankly confess that it is impossible to achieve their desired objectives through leadership. Agencies must place greater emphasis upon the necessity of setting high standards of qualifications and developing more successful methods of securing leaders who measure up to these standards.

Hedley and Trecker (9) have indicated:

"The development and use of objective techniques for the selection of leaders has been very limited to date. This probably has been due to a combination of reasons. "Selection" connotes a choice from a larger number of "available" than is needed. But choice has often appeared to be a misnomer, since all the available prospective leaders have been required to meet immediate needs."

Another reason there has been a lack in the development in using objective techniques is the reliance of the Executive's faith in his own ability to appraise and judge a prospective leader through a personal interview as the chief technique of selection. This method, is especially inadequate if the prospective employee has had no previous experience.

The following table shows the extent to which various techniques for the selection of program leaders are now used by supervisors used in a survey by Dimock and Trecker, conducted in 1949: (10)

TABLE I

TECHNIQUES USED IN THE SELECTION OF PROGRAM LEADERS

Dimock - Trecker

	PERSONAL INTERVIEW		APPLICATION FORM		REFERENCE APPRAISALS		APTITUDE TESTS	
	MUCH	SOME	MUCH	SOME	MUCH	SOME	MUCH	SOME
Boy's Clubs	19		5	5	2	9	1	3
Girl Scouts	31	1	17	12	10	22	1	2
Public Recreation	9	1	2	2	1	3	1	1
Settlements	35	2	13	11	8	21	1	2
Y.M.C.A.'s	41		11	10	10	22	2	5
All Agencies	135	4	48	40	31	77	8	10

From the above chart, the personal interview is by far, the

most popular method of selection. It is probably not as trustworthy as we would like to believe since studies made of leadership turnover indicate a very high percentage.

An illustration of the weakness of using the personal interview as the primary method of hiring was reported by Tracy Redding: (11)

"Four different men were undertaking to select thirty workers from a list of over fifty student prospects. Each of the four men interviewed all the prospects and then listed them in order of preference. When the four preference lists were compared, it was found that one student stood at the head of all four lists. One other stood at the bottom of all four. Later developments made it necessary to include the two at the bottom of the lists largely because no one else was available and the ranks must be filled. Within a few weeks it was discovered that the first choice, a man of fine physique and a powerful athlete was practicing gross immorality and was removed. At the end of the year, by every test that could be applied to their work, the two bottom men stood at the top, having achieved greater success than any others in the group of thirty."

There are some exceptions to this reliance upon subjective forms of data in judging a person's fitness for the leadership groups in recreation. Some professional schools have done extensive research on the problem of discovering and developing effective techniques for judging the probable success of professional workers in this field. A combination of personality tests, vocational interests and educational aptitude and other tests are frequently used to screen out the less likely candidates for professional education and practice.

Except in the selection of professional leaders, little use has been made of objective tests in the selection of group leaders. This is partly because of the reluctance of an agency to put the prospective leader through an extensive testing program since it is seeking the leader rather than the reverse. If genuinely useful instruments could be found, this objection to their use could probably be

overcome. It ought to be a mutual desire of agency and prospective leaders to want to know as much as possible about the prospects of success in leadership, particularly if the candidate is just starting to work in the field.

Dimock and Trecker (12) say:

"The Strong Vocational Interest Blank, which has been used in the selection of Scoutmasters, could be used for the selection of leaders in other agencies if appropriate norms for the particular agencies for a "Generic" group leader, were to be established. The danger of such a device is that it may lead to the selection of persons in the future who are like the present "successful" leaders upon whom the norms are established when it may be that the leadership qualification needs for tomorrow will be substantially different from those that were satisfactory in the period during which the "norms" were established.

It is hoped that after such research as is necessary to establish the validity of some objective tests, or tests, particularly adapted to the selection of leaders has been conducted, experiment-minded supervisors will make greater use of available tests and report the results.

With the number of standardized tests now available, for the measurement of general intelligence, social intelligence, personality adjustment, social acceptability, mental hygiene, insight, education philosophy, vocational and social interests, and other phases of personal traits and achievements, it ought to be a reasonable expectation that some of them will be valuable tools in the selection of leaders."

From my own experience as an Executive Secretary of a Group Work Agency, I have been faced many times in trying to fill staff vacancies with untrained leadership, with only a personal interview and references as a basis for judgment.

Not only must one be able to select the best qualified persons, but in most cases must be able to judge whether or not the individual will be able to reach professional status with training.

It takes a leader almost a year to study neighborhood surroundings, the agency, to learn the cultural patterns, to recognize family groupings and to learn the elementary skills in group leadership. All of this, in addition to putting into program content the agency objectives and policies must be within the capabilities of the leader. It is the personality structure of the individual and his ability to attack problems and think them through to a conclusion that determines whether or not an individual has the necessary leadership qualities for social group work.

When an agency is working on a limited budget, which almost all group agencies are except those with large endowments, one cannot afford to select an inadequate leader or a person who will not be able to share his load of program content.

I have, in my own experience, with the Personnel Committee made mistakes in judging an individual's ability to adapt himself to our Staff. These mistakes have been reflected in the quality of leadership in our program. One poor leader in a supervisory position can in a very short time destroy years of neighborhood cooperation and good will, which are the basis for any program planning. These mistakes have also cost our agency in budget dollars, too.

One has only to observe the personnel turnover in our local group work agencies to recognize that this is not only a problem of one agency but all agencies.

This problem has been a point of discussion in many of our monthly meetings of the American Association of Group Workers, and of the Group Work Division of the United Community Services. From the opinions presented at these group meetings and my own personal interest in Social group work, there is indicated a definite need for additional criteria in the selection of group leaders.

Industrial concerns, schools and professional groups have, with some measure of success, used standardized tests in the selection and judging of personality and interest traits for employment. Why cannot a similar measure be applied for social group work leaders? Why cannot hiring techniques be improved by the use of current standardized tests?

The extent to which successful leadership can be measured and interpreted is the basis for this study. Any success in such an attempt would be a "tool" to augment the inadequacies of the present treatment of the interview, letter of application, and letter of recommendation.

PROBLEM

The purpose of this study is to see if a selected battery of standardized tests will reveal discriminations as to success or lack of success in leadership in the field of social group work which are consistent with the judgment of experienced leaders in the field of social group work.

METHOD

I discussed the problem of this study with local executives of group work agencies in Omaha, and found they were most interested in the problem since none of them were using a testing program in their personnel practices.

At the last three National Conferences of Social Work in Atlantic City, I also discussed the problem with national leaders in the field of social group work. They, too, recognized the possibilities of use of tests but could not cite any current research, except the New York City Y.W.C.A. which had inaugurated such a study within their own organization some ten years ago but did not complete the study because of lack of funds.

Professional leaders in National Group Work Agencies, such as Girl Scouts, Y.M.C.A., Y.W.C.A., Campfire Association, Boy Scouts of America, as well as national leaders in the field of social group work, have unquestionably made great progress in the past several years in the selection of outstanding leaders. Since they have had some measure of success in screening applicants in order to build finer programs, what basic personality traits were they seeking? Or to ask the question another way, what sort of people are national social group work agencies seeking?

The initial step in preparing this study was a survey of the national agencies and national leaders to find their personnel qualifications in selection of their leaders. (Appendix A) The national agencies and leaders cooperated in submitting lists indicating the personnel requirements for the profession and the personnel qualifications found to be most desirable in securing leadership.

Following the initial survey, the next step was to classify and group the personnel requirements submitted by national agencies and leaders according to similarity of traits. See Table II pp. 19 This table shows a breakdown, trait-by-trait, in order to determine if there were personnel qualifications in leadership common to the different agencies. In other words were there any personality traits in leadership that several or all of the lists contained which national leaders considered essential in leadership selection?

In reviewing the reclassification of personnel qualifications of the seven national agencies and the four national leaders all agreed on four specific qualifications of leadership; (1) a college education, (2) emotional maturity, (3) an appreciation of cultural differences in people, and (4) objectivity. In addition to the four qualifications mentioned above, two requirements listed by four national agencies included a high Christian Purpose and genuine interest in people. Eight agencies mentioned ability to work on committees, write effectively, and make public talks. Nine of the agencies desired leaders who used a cooperative and authoritative method in group experiences.

Other traits of leadership mentioned were: a sense of sociability, confidence in one's self, ability to persuade others, and a sympathetic interest in others.

Several standardized test possibilities were considered for measuring the traits indicated by national agencies and leaders as being essential to successful group work leadership. Of these standardized tests, the following six were selected as a battery to be used in this study:

1. THE PERSONALITY INVENTORY by Robert G. Bernreuter.
This test represents the measurement of several different aspects of personality at one time. The nature of the traits being measured is not readily detectable and the scales possess high reliability, which permits their being used to compare one individual with another.
2. KUDER PREFERENCE RECORD VOCATIONAL From BB, Science Research Associates.
This is a test dealing with general areas of vocational preferences. It assists the interviewer in discussing occupational preferences indicated from the test results. These results were planned to assist in choosing the occupations to be discussed.
3. A STUDY OF VALUES by Gordon W. Allport and Philip E. Vernon.
A scale for measuring the dominant interests in personality. This study aims to measure the relative prominence of six basic interest or motives in personality. The scale consists of questions, based on a variety of familiar situations to which alternative answers are provided. After applying simple corrections the six total scores are plotted on a profile, so that the interviewer may see the significance of his the standings on all the values simultaneously.
4. JOHNSON TEMPERAMENT ANALYSIS by Roswell H. Johnson.
A person's temperament consists of his more fundamental characteristic behavior tendencies. This test is used to indicate a constellation of behavior patterns and behavior tendencies sufficiently coherent to be measured and effectively used.
5. CALIFORNIA TEST OF PERSONALITY by Ernest W. Tiegs, Willis W. Clark, and Louis P. Thorpe.
A profile of personal and social adjustment. This test has been designed to identify and reveal the status of certain fundamental characteristics of human nature which are highly important in determining employability and general success in personal, social and vocational relations. This test is an employment as well as a clinical instruments. Its purpose is to reveal whether or not a person as any serious personality defects and to provide a sane balance between self and social adjustment. Certain outcomes such knowledges, understandings, and skills, once attained, remain relatively stable and tests designed to reveal their presence may posses relatively high statistical reliability.
6. WONDERLIC PERSONNEL TEST by E. F. Wonderlic.
This test was designed and created for testing adults in business and industrial situations. The series is a useful instrument in hiring and placing applicants and also an indicator of future possibilities. Those interested in examining and measuring mental ability levels will find this an easy and accurate tool.

Chart III, pp. 22, shows personnel qualities indicated by national group work leaders and the standardized test possibility for measurement of these traits.

The battery of six standardized tests selected for this study measure specifically thirty-four traits. These traits are described by their authors as:

THE PERSONALITY INVENTORY - Bernreuter (13)

1. (BI-N) A measure of neurotic tendency. Persons scoring high on this scale tend to be emotionally unstable. Those scoring low tend to be very well balanced emotionally.
2. (B2-N) A measure of self-sufficiency. Persons scoring high on this scale prefer to be alone, rarely ask for sympathy or encouragement, and tend to ignore the advice of others. Those scoring low dislike solitude and often seek advice and encouragement.
3. (B3-1) A measure of introversion-extroversion. Persons scoring high on this scale tend to be introverted; that is, they are imaginative and tend to live within themselves. Those scoring low are extroverted; that is, they rarely worry, seldom suffer emotional upsets, and rarely substitute day dreaming for action.
4. (B4-D) A measure of dominance-submission. Persons scoring high on this scale tend to dominate others in face-to-face situations. Those scoring low tend to be submissive.
5. (Fi-C) A measure of confidence of oneself. Persons scoring high on this scale tend to be hamperingly self-conscious and to have feelings of inferiority; those scoring low tend to be wholesomely self-confident and to be very well adjusted to their environment.
6. (F2-S) A measure of sociability. Persons scoring high on this scale tend to be non-social, solitary or independent. Those scoring low tend to be sociable and gregarious.

- (13) Bernreuter, Robert G., Manual for Personality Inventory, Stanford University, California, Stanford University Press, 1935, pp. 1 - 2.

KUDER PREFERENCE RECORD (14)

The KUDER PREFERENCE RECORD is a check whether a person's choice of an occupation is consistent with the type of thing he ordinarily prefers to do. It also is intended for use in employee counselling particularly in improving the placement of employees. In many instances an employee's satisfaction and efficiency can be improved materially by putting him in the kind of work he enjoys, provided he also has the necessary ability. Scores are obtained in nine general areas. They are (1) mechanical, (2) computational, (3) scientific, (4) persuasive, (5) artistic, (6) literary, (7) musical, (8) social service, and (9) clerical.

A STUDY OF VALUES - Allport and Vernon (15)

1. Theoretical. The dominant interest of the theoretical man is the discovery of truth. His chief aim in life is to order and to systematize his knowledge.
2. Economic. The economic man is characteristically interested in what is useful. This type is thoroughly "practical".
3. Aesthetic. The aesthetic man sees his highest value in form and harmony.
4. Social. The highest value for this type is love of people whether of one or many, whether conjugal, filial, friendly, or philanthropic.
5. Political. The political man is interested primarily in power. Leaders in any field generally have high power value.
6. Religious. The highest value of a religious man may be called unity. He is mystical, and seeks to comprehend the cosmos as a whole, to relate himself to its embracing totality.

JOHNSON TEMPERAMENT ANALYSIS - Johnson (16)

Johnson Temperament Analysis, Form B (9), measuring such traits as nervous, depressive, active, cordial, sympathetic, aggressive, subjective, critical, and impulsive and described as follows:

- (14) Kuder, Frederic G., Kuder Preference Record, Science Research Associates, 228 South Wabash Avenue, Chicago, Ill., pp. 1-2-3.
- (15) Allport, Gordon W. and Vernon, Philip, A Study of Values, Manual of direction, Houghton Mifflin Company, 1931, pp. 6-9-10.
- (16) Johnson, Roswell H., Manual of the Johnson Temperament Analyses, California Test Bureau, 1944, pp. 2-3.

Nervous is a trait (evidenced by) restlessness, fidgeting, tenseness, sleeplessness, tendency to worry, and faulty muscular control.

Depressive is the best known of all the traits and is properly included in most temperament tests and classifications. Since it is sometimes helped by health improvement, especially by raising a low basal metabolism by thyroid extract or sex hormones, medical examination is in order when the score is high. It is correlated positively with nervousness and improvement of either usually helps the other. It damages severely the well-being of the individual and lowers his effectiveness socially and in nearly all occupations. It may change in waves, alternating with a lesser degree or less frequently with the active trait to be discussed next. This condition is called cycloid.

Active is the trait that is shown in the dynamic, lively, hustling, life-of-the-party, 'peppy' persons well known to all. There is also in the high scores so strong a drive as to make temper manifestation a danger.

Cordial is expressive warm-heartedness. It is a trait of the highest value in promoting good social relations. It is also allied to sympathetic, but shows itself more in expression than does the sympathetic. It is a component in that which is usually called extrovert.

Sympathetic trait undoubtedly arose as a biological necessity to insure the adequate care of children. Like the cordial trait, its greatest use is producing good parenthood, courtship and marriage. It has a better usefulness in the service occupations than in competitive business. With extremely high scores, there is a danger of being made a 'sucker' or 'easy mark.'

Subjective is the trait of being highly self-centered. It may go so far that the individual interprets many things as related to himself, although there may be no real relationship.

Aggressive is the trait which causes people to be pushful, ruthless, ambitious, conceited, persistent and determined. It is notably higher in men than in women. Aggressive with the traits, critical and subjective, make the paranoid combination.

Critical is named very naturally. Whereas the aggressive differs between the sexes, this is less true of the critical. This is one reason for separating these traits usually combined as paranoid.

Self-mastery is the tendency to make plans and carry them through relatively undeflected by impulse and caprice. It is nearly the opposite of impulsive and capricious. It involves a capacity to inhibit but also involves an ability to decide when and how much to inhibit and act accordingly. It is very low in all the insane tested.

CALIFORNIA TEST OF PERSONALITY - Tiegs (17)

1. **Self-reliance**--An individual is self-reliant when he goes about his work with assurance and efficiency. Once he has received instructions or knows what to do, he depends upon himself and not on the constant supervision of others. He is characteristically stable and responsible in his behavior.
2. **Sense of personal worth**--An individual has an adequate sense of personal worth when he feels that his work is well regarded by his superiors and fellow workers, and that his employer has faith in his ability as well as his determination to make good in whatever task is assigned to him.
3. **Sense of Personal Freedom**--An individual has an adequate sense of personal freedom when he feels that he has a reasonable share in determining how he shall do his work, provided, of course, that the results of his effort is up to standard. Desirable freedom includes the right to ask and give advice which is in the interests of the person himself.
4. **Freedom from withdrawing tendencies**--An individual is free from withdrawing tendencies when he is not too sensitive or too concerned about himself and his grievance, and when he cooperates with others for the good of larger interests instead of playing a lone hand. He keeps his feet on the ground and attends to business instead of day-dreaming about things he is going to do some other time.
5. **Freedom from Nervous Symptoms**--An individual is free from nervous symptoms when he is steadily on the job, and ready to do whatever duties are assigned. He is not chronically tired, worried, or fretting about things that are coming up; neither does he absent himself from duties because of worry or frequent illness.
6. **Social Standards**--An individual has desirable social standards when he understands his place in the organization. He recognizes what is appropriate, dignified proper and also in harmony with the interests of others.
7. **Social skills**--An individual has desirable social skills when he is gracious, tactful, and willing to inconvenience himself to aid his associates or his superiors. He constantly aids people in maintaining their self-respect. When asked, he endeavors to explain work and policies in a courteous manner.

(17) Tiegs, Thorpe and Clark, Manual of Directions, California Test of Personality. Adult Series. California Test Bureau, 1942, pp. 2-4.

8. Freedom from Anti-social tendencies--An individual is free from anti-social tendencies when he does not bully or quarrel with his associates or attempt to stir them up against others. He takes his bad luck calmly and philosophically, and does not attempt to obtain satisfaction by destruction of property or injury to others.
9. Family Relations--An individual has desirable family relations when he gets along with the members of his family, guards their security and their future, and is careful in managing earnings. His responsibility in their behalf and desire for their welfare makes him steady and reliable.
10. Occupation Relations--An individual has desirable vocational relations or adjustment when he is happy in his job because he is assigned to work which fits his capacities and interests also when he has developed interest a sense of worth, and efficiency in job previously deemed uncongenial.
11. Community Relations--An individual has desirable community relations when he and his family are respected and well-treated by neighbors and friends; when he speaks well of his employer and fellow employees; when he obeys the laws and ordinances pertaining to the general welfare; and when he takes pride in improving the community in which he lives.

WONDERLIC PERSONNEL TEST - E. F. Wonderlic (18)

1. This test was designed and created for testing adults in business and industrial situations. It is used to examine and employee or applicant's mental ability levels.

(18) Wonderlic, E. F., Manual, Wonderlic Personnel Test,
750 Grove W. Glencoe, Ill., 1945, p. 2

TABLE II

PERSONNEL QUALIFICATIONS MOST DESIRED BY NATIONAL GROUP WORK AGENCIES
AND LEADERS

	NATIONAL AGENCIES							N	NATIONAL LEADERS				N
	Girl Scouts	Y.W.C.A.	Y.M.C.A.	Boy Scouts	Campfire	Youth Division N. Welfare	A.A.C.W.	Total	Ordway Tead	Everett DuVall	Harleigh Trecker	S. R. Slavson	Total
<u>EDUCATION</u>													
1. College Education	X	X	X	X	X		X	6	X	X	X	X	4
<u>HEALTH</u>													
1. Physical	X	X	X	X	X			5					
2. Mental	X	X	X	X	X	X	X	7	X	X	X	X	4
<u>RELIGION</u>													
1. Christian Purpose		X	X	X	X			4					
<u>SOCIAL QUALITIES</u>													
1. Appreciation of cultural and economic differences in people	X	X	X	X	X	X	X	7	X	X	X	X	4
2. Ability to work on committees, attend meetings, make public talks, write English effectively.	X	X	X	X	X			5	X	X		X	3
<u>PERSONAL QUALITIES</u>													
1. Personal appearance	X	X	X	X	X			5					
2. Enthusiasm	X	X	X	X		X		5	X	X		X	3
3. Thoroughness	X	X	X			X		4	X		X		2
4. Imagination	X	X	X	X	X			5		X	X	X	
5. Decisiveness	X	X	X					3					
6. Integrity	X	X	X	X			X	5	X	X	X	X	4
7. Determination	X		X	X	X		X	5	X		X	X	3
8. Sense of Humor						X		1				X	1
9. Initiative	X	X	X	X	X		X	6					

TABLE II (CONTINUED)

	NATIONAL AGENCIES							N	NATIONAL LEADERS				N
	Girl Scouts	Y.W.C.A.	Y.M.C.A.	Boy Scouts	Campfire	Youth Division N. Welfare	A.A.C.W.	Total	Ordway Tead	Everett DuVall	Harleigh Trecker	S. R. Slavson	Total
<u>PERSONAL QUALITIES (CONTINUED)</u>													
10. Insight	X	X	X	X	X		X	6		X	X		2
11. Concentration		X	X				X	3	X	X		X	3
12. Observation	X	X	X	X	X		X	6					
13. Adaptability	X	X	X	X	X			5		X		X	2
14. Tact										X	X		2
15. Courtesy	X	X	X	X	X	X	X	6					
16. Loyalty	X	X	X	X				4					
17. Patience	X	X	X	X	X	X	X	7	X	X	X	X	4
<u>PERSONALITY TRAITS</u>													
1. Genuine interests in work	X	X	X	X	X		X	6			X		1
2. Self-Mastery	X	X	X	X	X		X	6	X			X	2
3. Feeling of belonging						X	X	2	X	X	X	X	4
4. Self-Reliance						X	X	2	X	X	X	X	6
5. Persuasive	X	X		X	X		X	5	X		X	X	3
6. Social Skills	X	X	X	X	X	X	X	7	X	X	X	X	4
7. Sense of personal worth									X	X	X	X	4
8. Cordial	X	X	X	X	X		X	6					
9. Sympathetic	X	X	X	X	X	X	X	7	X	X		X	3
10. Objective	X	X	X	X	X	X		6					
11. Composed									X	X	X	X	3
12. High level of interest	X	X	X	X	X		X	6					
13. Personal freedom												X	1
14. Freedom from withdrawing tendencies									X	X	X	X	4
15. Freedom from nervous symptoms									X	X		X	3
16. Patience									X			X	2
17. Sense of humor												X	1
18. Adaptability	X	X	X	X	X	X	X	7					
19. Sincerity	X	X	X	X	X	X	X	7	X	X	X	X	4
20. Freedom from anti-social tendencies									X			X	2
21. Appreciation	X	X	X	X	X	X	X	7					
22. Recognize interest in others	X	X	X	X	X		X	6				X	1

TABLE II (CONTINUED)

	NATIONAL AGENCIES							NATIONAL LEADERS			
	Girl Scouts	Y.W.C.A.	Y.M.C.A.	Boy Scouts	Campfire	Youth Division N. Welfare A.A.C.W.	Total	Ordway Tead	Everett DuVall	Harleigh Trecker	S. R. Slavson
<u>PERSONALITY TRAITS (CONTINUED)</u>											
23. Ability to remember names and faces				X			1				
24. Writing ability	X	X	X	X	X	X	6		X	X	X
25. Self-control								X	X	X	X
26. Aptitude of teaching											X
27. Patience and tolerance	X			X	X		3		X		X
28. Active	X	X	X	X	X		5			X	X

LEADERSHIP

1. Socially mature	X	X	X	X	X	X	7				X
2. Inspire confidence	X	X	X	X	X		5	X			X
3. Leaders must help groups to define their objectives and clarify their own role.	X	X	X	X	X	X	7	X			X
4. Leaders use cooperative not authoritative methods and are aware that group morale arises out of successful guided group experiences.	X	X	X	X	X	X	7	X		X	X
5. Emotional maturity	X	X	X	X	X	X	7	X	X	X	X
6. Meet people easily and work with them both in groups and individually and simultaneously with a number of groups.	X		X	X			3				X
7. Effective analysis and critical evaluation.	X	X	X	X	X	X	7				
8. Organizing ability.	X	X	X	X	X	X	7	X			X

CHART III

PERSONNEL QUALITIES INDICATED BY NATIONAL GROUP WORK LEADERS

AND THE POSSIBILITY FOR MEASUREMENTS BY STANDARDIZED

PERSONALITY TRAITS	PER. INTER- VIEW	REFER- ENCE	PHYS. EXAM.	PERSONNEL TESTS			INTEREST	MEN- TAL
				BERNREU- TER	JOHNSON	CALIF.	KUDER ALLPORT	WON- DER
<u>EDUCATION & TRAINING</u>								
1. College Education	X							X
2. Tech. Training & skills	X	X						
3. Broad interests & hobbies						X	X	
<u>HEALTH</u>								
1. Physical health			X					
2. Mental health	X			X	X	X		
Sense of per. worth						X		
Personal freedom						X		
Feeling of belonging						X		
Self-reliance				X	X			
No withdrawing tend.				X		X		
No nervous symptoms				X	X			
Composed				X	X			
<u>PERSONAL QUALITIES</u>								
1. Appearance	X	X						
2. Manner and bearing								
3. Tact	X							
4. Voice	X							
5. Patience				X				
6. Sense of humor								
7. Adaptability					X			
8. Sincerity					X			

CHART III (CONTINUED)

PERSONALITY TRAITS	PER.	REFER-	PHYS.	PERSONNEL TESTS			INTEREST	MEN-
	INTER-	ENCE	EXAM.					TAL
	VIEW			BERNREU- TER	JOHNSON CALIF.	KUDER	ALLPORT	WON- DER
LEADERSHIP QUALITIES								
1. Appreciation of cultural and ec. differences in people. No anti-social tend.	X	X		X	X	X		
Cordial				X	X			
Sympathetic					X			
Appreciative					X	X		
Recognize other's interest					X	X		
2. Ability to work on com., attend meetings, talk & write effectively.	X	X					X	X
Education	X	X						
Cordial					X			
Objective					X			
Feeling of belonging				X	X	X	X	
Persuasive							X	
Can remember names and faces								
Personal appearance								
Self-mastery				X	X	X		
Verbal	X							X
Writing ability, word use								
Social skills						X		X
High level of interest					X	X		
3. Social Maturity.	X			X	X	X		
Self-mastery					X			
Self-control				X		X		
Self-reliance				X				
Feeling of belonging						X	X	
Sense of personal worth						X		
4. Inspire Confidence					X			
Self-Mastery					X			
Persuasive							X	
Composed					X			
Sympathetic					X			
Social Skills						X	X	X
Personal Appearance	X							

CHART III (CONTINUED)

PERSONALITY TRAITS	PER INTER-VIEW	REFER-ENCE	PHYS. EXAM.	PERSONNEL TESTS			INTEREST		MEN-TAL
				BERNREU-TER	JOHNSON	CALIF.	KUDER	ALLPORT	
5. Help define purpose objectives & clarify.									
Broad education									X
Aptitude for teaching									
Patience & tolerance				X	X	X		X	
Persuasive							X		
Social				X	X	X			
Active					X				
6. Emotional Maturity.				X	X	X			
Self-mastery					X				
Composed	X	X		X	X	X			
Sense of personal worth								X	
Tolerance					X				
7. Use coop. methods not authoratative & awareness of group morale from guidance.									
Objective				X					
Self-control					X				
8. Meets people easily & work in groups.	X	X		X	X	X			
Cordial					X				
Social Skills				X	X	X		X	
9. Effective analysis and critical evaluation.									
Objective	X	X			X				X
Critical					X				

POPULATION

Since there was a limited number of men and women employed in professional group work in Omaha, it was necessary to contact persons in other cities.

Fifty-four professional group workers were selected for testing. The age range was 21 to 56 years. Thirty had 4 years of college or more and six had 3 years of college. The overall average years of experience in the field was 6 years.

The agencies represented in this study include:

No.

4	Christ Child Society-----	Omaha, Nebr.
2	Campfire Association-----	Omaha, Nebr.
3	Y.M.C.A.-----	Omaha, Nebr.
6	Boys Town-----	Omaha, Nebr.
1	Y.W.C.A.-----	Lincoln, Nebr.
2	Y.M.C.A.-----	Lincoln, Nebr.
5	Chicago Commons-----	Chicago, Ill.
6	Y.M.C.A.-----	Chicago, Ill.
3	Howell House-----	Chicago, Ill.
1	Grace Community Center-----	Chicago, Ill.
4	Boys Clubs of America-----	Chicago, Ill.
4	Y.W.C.A.-----	Chicago, Ill.
2	Emerson House-----	Chicago, Ill.
9	Y.M.C.A.-----	Kansas City, Mo.
1	Hudson Guild House-----	New York, N. Y.
1	Union Settlement-----	New York, N. Y.

Arrangements were made with the executive of each agency for an appropriate time and place for the actual testing. This being arranged, I, personally presented the four-hour battery of tests to each of the 54 persons, who were selected professional group work leaders. By "Selected" is meant people currently employed as social group leaders in a recognized social agency.

Of these 54 persons tested, 36 were considered by their executive as being successful and well-adjusted in the profession. Eighteen of the 54 persons tested were considered very likely not to succeed in the field and probably would not stay in the profession.

To substantiate the original thinking of the executives on the 54 persons tested, a follow-up recheck was made to actually see if the original evaluation was accurate. Of the original 18 who had been judged unsuccessful, 14 had left the field and the other four would be replaced as soon as personnel changes could be made. Of the original 36 successful group workers, 33 were still working and advancing in the field. The other three having left the agencies for personal reasons, but were still considered successful leaders.

Of the fifty-four persons tested, thirty-six were selected for this study because they could be matched. By "matched" is meant that a successful person was paired with one not likely to succeed, as indicated in the recheck of the original testing and evaluations of the executives. Also considered in "matching" or "pairing" was age, education and experience in Social Group Work.

STATISTICAL TREATMENT OF DATA

The first step in the statistical treatment of the data was to score all tests according to directions in the manuals. (Raw scores of tests results are found in appendix B.)

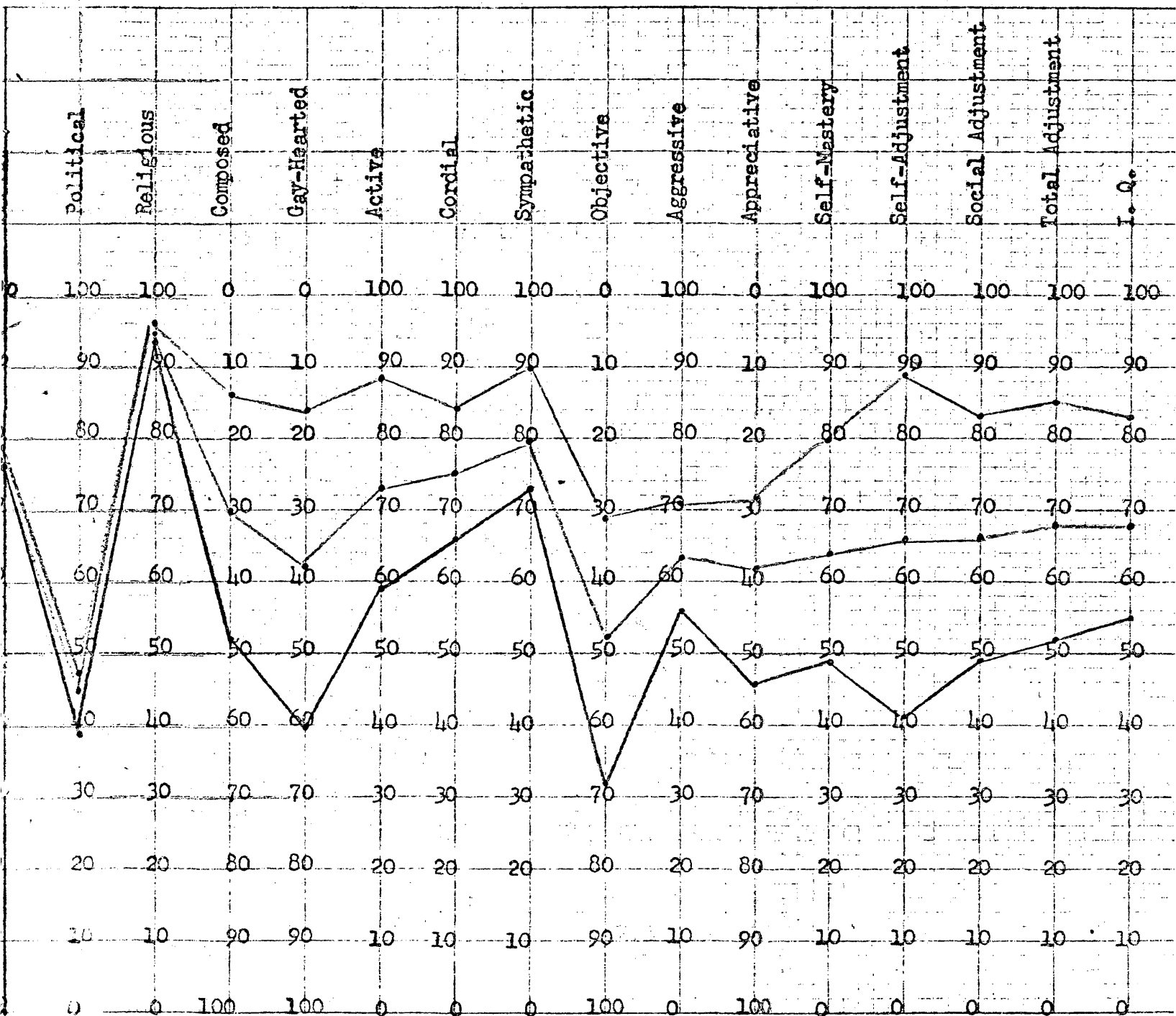
The next step was to find the means of the successful group and the unsuccessful group and the combination of both. This is illustrated in Graph I (page 27-A). Profiles were made of each pair in the study. (See illustration Appendix C.)

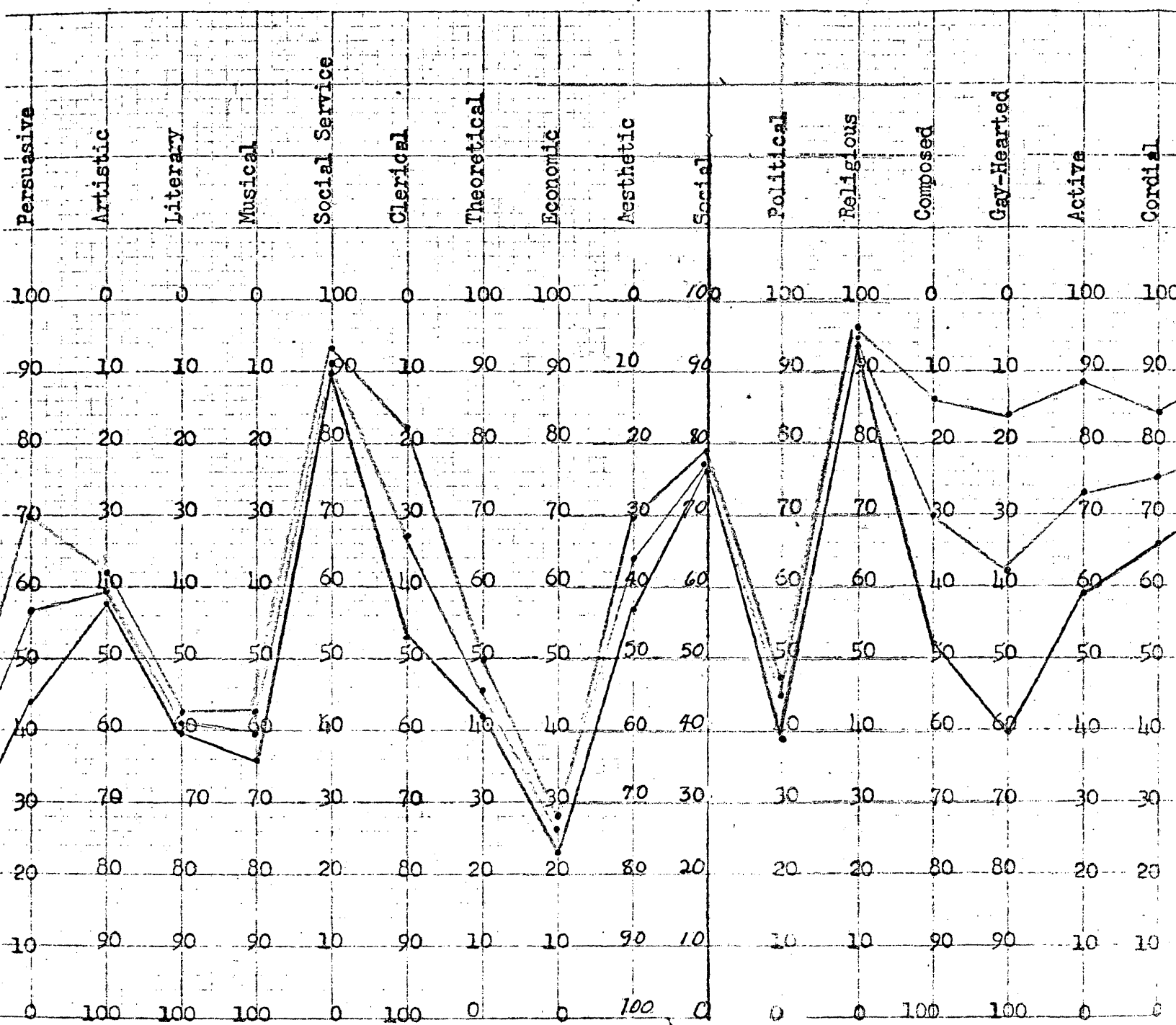
The mean difference that separated the pairs on each trait was ascertained and a "t" value was computed for each mean difference. (Illustrated Appendix D.) The formula used to determine these "t" values was as follows:

$$t = \bar{x}_1 - \bar{x}_2 \sqrt{\frac{n(n-1)}{Sf_{x_1}^2 + Sf_{x_2}^2}}$$

$Sf_{x_1}^2 + Sf_{x_2}^2$ is the sum of squares of the deviations from the mean,

$\bar{x}_1 - \bar{x}_2$ is the difference between the means, and "n" is the number of people who comprise one of the two groups (the groups in this study were of equal size.)

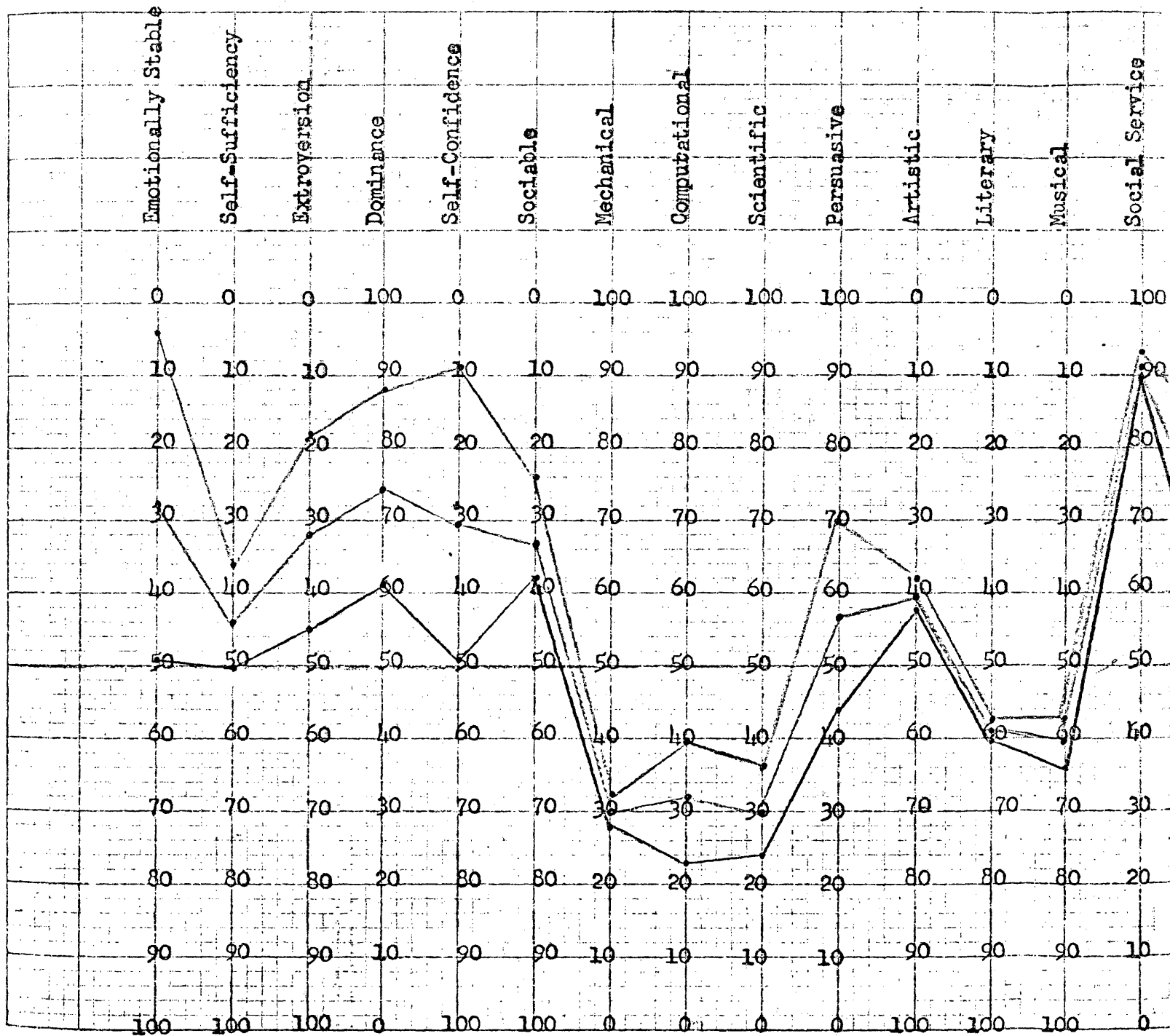




GRAPH I

MEAN SCORES OF SUCCESSFUL AND UNSUCCESSFUL GROUPS
AND AVERAGES

Green ——— Successful Groups
Red ——— Unsuccessful Groups
Blue ——— Average



RESULTS

The first step in the classification of the data was one of comparing the mean scores which the successful group leaders achieved with the mean scores of the unsuccessful group leaders on the various traits of the battery of the personality inventories, interest traits and mental ability.

The mean difference that separated the groups on each trait was ascertained and a "t" value was computed for each mean difference.

This data is presented in TABLE IV with the means of both the successful group and the unsuccessful group. One asterisk indicates those traits with "t" values at the five percent level of confidence (significant) and two asterisks indicate those traits with "t" values at the one percent level of confidence (highly significant).

The null hypothesis (that there is no real difference) was rejected for five of the six measurements in the PERSONALITY INVENTORY. Four had a "t" value of 4.00 or better: thus the null hypothesis could be rejected at a very high level of confidence. On one trait, self-sufficiency, the null hypothesis was rejected at the two percent level of confidence.

In the KUDER PREFERENCE TEST only one of the nine differences showed any real significance. In the fourth trait measured, persuasiveness, the null hypothesis was rejected at the two percent level of confidence.

In the STUDY OF VALUES, only one of the six differences tested showed any significance. The null hypothesis was rejected at the five percent level for the fourth trait, aestheticism.

In the JOHNSON TEMPERAMENT ANALYSIS, nine traits were measured. The successful group leader differed significantly from the unsuccessful group leader on five of the traits. The "t" values on four of the traits was 4.00 or better: thus exceeding the one percent level of confidence. Traits found to be significant beyond the 4.00 were: composure, gay-heartedness, objectiveness and appreciation.

The three traits measured on the CALIFORNIA TEST OF PERSONALITY showed marked significance between the successful and unsuccessful. Each of the trait differences measured had a "t" value over 4.00 and the null hypothesis could be rejected at a very high level of confidence.

The results of the comparison of the means of the two groups on the WONDERLIC PERSONNEL test showed a "t" value greater than 7.00.

TABLE IV

MEANS AND "t" VALUES FOR SUCCESSFUL AND UNSUCCESSFUL GROUP LEADERS

	SUCCESSFUL \bar{x}	UNSUCCESSFUL \bar{x}	$(\bar{x} - \bar{x})$	"t"
<u>PERSONALITY INVENTORY</u>				
BI-N Emotional Stability	170.83	78.28	92.55	8.2462*
B2-S Self-Sufficiency	36.72	4.06	32.66	2.8643*
B3-I Extroversion	-91.39	-42.67	-48.72	-7.9170*
B4-D Dominance	121.17	73.33	57.84	4.9742*
FI-C Self-Confidence	-142.28	-53.44	-88.84	7.1605*
F2-S Sociability	48.83	-35.61	13.22	1.2744
<u>KUDER PREFERENCE RECORD</u>				
Mechanical	57.83	52.66	5.17	.6679
Computational	28.17	24.56	3.61	.9982
Scientific	52.17	46.22	5.95	1.3530
Persuasive	78.83	65.56	13.27	2.5983*
Artistic	45.44	44.22	1.22	.2159
Literary	52.61	55.00	-2.29	-.5031
Musical	21.22	-23.67	-2.45	-.9158
Social Service	106.94	105.50	1.44	.3309
Clerical	42.56	-50.28	-7.72	-1.6520
<u>STUDY OF VALUES</u>				
Theoretical	28.56	26.89	1.67	.7527
Economic	22.83	20.67	2.16	1.1213
Aesthetic	22.17	26.72	-4.55	-2.1190*
Social	34.22	36.33	-2.11	-1.2533
Political	27.61	25.39	2.22	1.1167
Religious	44.89	42.28	2.61	1.0594
<u>JOHNSON TEMPERAMENT ANALYSIS</u>				
A Composed	63.11	71.78	-8.67	-4.5951*
B Gay-Hearted	60.50	73.06	-12.56	-5.0001*
C Active	82.89	78.78	4.11	1.9642
D Cordial	105.44	100.56	4.88	1.9896
E Sympathetic	95.06	92.67	2.49	1.3606
F Objective	69.56	77.28	-7.72	-3.5342*
G Aggressive	78.89	75.33	3.56	1.5760
H Appreciative	61.33	70.28	-8.95	4.1528*
I Self-Mastery	98.33	90.56	7.77	2.5447*
<u>CALIFORNIA TEST OF PERSONALITY</u>				
Self-Adjustment	78.00	62.11	15.89	6.0875*
Social Adjustment	74.17	63.33	10.84	4.0336*
Total Adjustment	151.94	123.78	28.16	5.8657*
<u>WONDERLIC PERSONNEL TEST</u>	33.67	21.50	12.17	6.6789*

* Significant at the 5% level of confidence

** Significant at the 1% level of confidence

ANALYSIS OF DATA

The test battery obtained thirty-four measures of personality traits. The traits were not necessarily distinct, because different inventories measured somewhat the same trait in several instances.

The determination of the "t" values of the group mean trait scores of the successful group leaders and the unsuccessful group leaders pointed out the fact that the two groups on a group basis did differ significantly in terms of personality structure and mental ability.

The determination of "t" values of the two groups in relationship to interests and motives in personality did not show significance.

Taking the tests separately and analyzing each trait measured, a person, I think, can visualize the difference between the successful and unsuccessful group leader. The PERSONALITY INVENTORY is made up of six personality traits.

BI-N is a measure of neurotic tendency. Persons making up the successful group scored low in the particular trait. This score indicates those tested were well adjusted in life and free from neurotic tendency. Persons making up the unsuccessful group tended toward a high score on this test. A high score indicates a lack of emotional adjustment.

B2-S is a measure of self-sufficiency. There was no significant difference in this trait between the successful and unsuccessful group leaders. This absence of difference, however, was influenced by the high variability of the raw scores in the sample. There was a tendency towards low scores in this trait by both groups. These low scores indicated the testees disliked solitude and often sought advice and encouragement.

B3-I is a measure of introversion-extroversion. The score results on this test revealed that the successful group leaders tended toward extrovertism. These successful group leaders rarely worried, seldom suffer emotional upsets and rarely substituted day dreaming for action.

B4-D is a measure of dominance-submission. The successful group leaders scored high on this trait while the unsuccessful leaders tended toward the direction of submissiveness.

FI-C is a measure of confidence in oneself. The successful group leaders tended toward low scores on this trait indicating they possessed self-confidence and were adjusted to their environment. The high scores of the unsuccessful group leaders indicated a lack of self-confidence in themselves.

FI-S is a measure of sociability. There was no significant difference in computing the "t" value on this trait between the successful and unsuccessful group leader. The group leaders making up both the successful and unsuccessful group leaders revealed traits of sociability and gregariousness.

The PERSONALITY INVENTORY indicated that five traits have high intercorrelations BI-1, B3-I, B4-D, FI-C and F2-S. These five traits; emotional stability, extroversion, dominance, self-confidence and sociability have a strong tendency to be closely related in the same person. This tendency was found in the successful group leaders in this study.

With the exception of the measurement of persuasiveness on the KUDER PREFERENCE RECORD, there appeared to be little or no significant difference in the two groups in this study. In studying this test one would have expected some differences in interests between a successful group leader and an unsuccessful group leader. However, both groups

scored exceptionally high in social service, almost to the 100 percentile. Both groups scored low in artistic, mechanical, computational and scientific measurements. Both groups scored high in literary and musical traits. In the measurement of clerical ability, the unsuccessful group leader scored higher than the successful group leader.

The same pattern of the KUDER PREFERENCE RECORD was carried out in the ALLPORT STUDY OF VALUES. In fact there was no significant differences indicated, except in one trait, aestheticism, between the successful and unsuccessful groups. One of the reasons for selecting this test was its inclusion of Religious interests in personality structure and the fact that four national agencies listed high Christian principles as one mark of leadership. It was found in studying the results that both groups scored high in this measurement in fact nearing the 100 percentile.

In all six basic interests there was a high degree of similarity between the interests of both the successful and unsuccessful groups. The measurement of sociability on this test and the measure of sociability on the PERSONALITY INVENTORY followed almost an identical pattern. Both groups made low scores in Theoretical, aesthetic and political measurements.

The JOHNSON TEMPERAMENT ANALYSIS is made up of nine traits. In analyzing the test scores of the two groups, there is a very distinct pattern followed by both groups. The successful group scored high on all traits in relationship to the unsuccessful group. The successful group tended to be more composed, gay-hearted, active, sympathetic, objective, aggressive and appreciative. The successful group also showed evidence of self-mastery. The unsuccessful group tended toward the opposite extreme by showing scores which indicated traits characterized

by nervousness, depressiveness, quietness, coldness, subjectiveness, submissiveness and lack the ability for self-mastery.

The CALIFORNIA TEST OF PERSONALITY is a test to reveal that extent to which the individual is adjusting to the problems and conditions which confront him and is developing a normal, happy and socially effective personality. The results of this test indicated very clearly that the people who made up the successful group in the study had achieved within their lives a feeling of self-adjustment and social adjustment. Those individuals making up unsuccessful group had not achieved this feeling of self-adjustment and social adjustment. This conclusion was especially noticeable in the scores studied in self-adjustment. The traits for this measurement being made up of self-reliance, sense of personal worth, sense of personal freedom, feeling of belonging, freedom from withdrawing tendencies and freedom from nervous symptoms.

One of the personnel qualifications in the study of agencies personnel qualifications (see Chart II) was the universal desire on the part of executives to employ college graduates or individuals with the ability to intelligently think through problems. This desirable personnel requirement was indicated in the results of the WONDERLIC PERSONNEL TEST. The people making up the successful group scored high in this test which was the same judgment as the national leaders in the field. The mean score of this group on a percentile scale was eighty-five, while that of the individuals of the unsuccessful group was only at fifty-first percentile.

In analyzing all thirty-four traits as a whole there is every evidence that the successful group leader in relationship to the unsuccessful group leader is a person who is an emotionally mature individual possessing above average intelligence.

SUMMARY

A survey was made of the personnel qualifications of professional group workers by a study of National Group Work Agencies and National Leaders.

Fifty-four group workers were selected to take the tests. Of the fifty-four, thirty-six were judged by their executives as successful and eighteen were judged unsuccessful.

To make up the "pairs" for study, eighteen successful group leaders were paired with eighteen unsuccessful group leaders.

Three well-known standardized personality tests were used; Personality Inventory, Johnson Temperament Analysis, and the California Test of Personality. Two standardized interest test; The Kuder Preference Record and the A Study of Values. One standardized intelligence test: The Wonderlic Personnel Test. These tests were comprized of thirty-four trait measures. Not necessarily all of them were distinct because different inventories measured somewhat the same trait in several instances. These tests were given to the fifty-four leaders selected to take the tests.

The trait means of the successful group and the trait means of the unsuccessful group for each test were compared and tested for significant differences between two means. Of the thirty-four traits measured, fifteen indicated that successful group leaders differed significantly from the unsuccessful group leaders.

CONCLUSIONS

The results of this study point to several conclusions. Although leadership is not a trait of personality and the term "leader" cannot be applied with scientific accuracy to a specific personality type, there are certain traits of personality that are especially desirable to those who occupy positions of leadership as outlined in the personnel qualifications by national group work agencies and by national leaders in the field of group work.

From this study made of successful and unsuccessful group leaders, using six standardized tests, there appears to be a significant difference in the personality traits between the two groups.

In analyzing the eighteen personality traits compositely, there is evidence that the persons comprising the successful group in this study in comparison with the individuals making up the unsuccessful group have obtained a high degree of emotional maturity.

Of the eighteen traits measured in this battery, the successful group leader could be differentiated from the unsuccessful group leader in fourteen of the traits. This is indicated positively in the patterns found in the JOHNSON TEMPERAMENT ANALYSIS, THE PERSONALITY INVENTORY, and THE CALIFORNIA TEST OF PERSONALITY.

The two interest tests used in this battery; THE KUDER PREFERENCE RECORD and the ALLPORT STUDY OF VALUES as both the national agencies and leaders were seeking individuals who possessed a genuine interest in people and their problems and who also had well defined christian principles.

On both of these traits the successful and unsuccessful group leaders scored exceedingly high which would indicate that the primary

interest for choosing this field of work was common to the individuals making up both groups.

However, the results of these two interests tests does indicate that there must be other interests traits or combination of traits which are more significant in job preformance than just a broad basic interest in the field of social service and the possession of religious motives.

No distinct interest pattern could be developed from the results of the other interests traits measured by this battery which could differentiate the successful group leader from the unsuccessful group leader.

The individuals making up the successful group leaders in this study showed a very marked significant difference in relationship to those in the unsuccessful group in their performance on the WONDERLIC PERSONNEL TEST. One can, with a high degree of confidence, conclude that the successful group leader is one who possesses above average intelligence.

SUGGESTIONS FOR FUTURE RESEARCH

It would be advisable, in fact almost imperative, in light of the current need in the employment situation of Social Group Work Agencies, that further study be made of personality factors as a measurement of success. Not only is the current employment situation critical, but with data from wider and more comprehensive studies, aptitude tests could no doubt be developed which could be used to counsel young men and women to this field of service. However, in future studies, it would be well to:

1. Use a much larger sample of selected people.
2. More thought should be given in the selection of the testees, by this I mean, an attempt should be made to eliminate subjective evaluations by the executives of the testees. Possibly a confidential rating sheet could be devised for the rating of social group workers.
3. Consideration should be given to differentiate in the study those group leaders who work primarily with children and those working primarily with adults.
4. If further study is made of this data on a wider premise, some thought should be given to the time involved in testing. It would be advisable to use fewer tests measuring specific traits or interests.

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APPENDIX A

PERSONNEL REQUIREMENTS OF NATIONAL AGENCIES AND LEADERS

GIRL SCOUTS (NATIONAL ORGANIZATION) - College Education

1. She must be a mature, well-balanced individual, whose bearing and manner inspire confidence.
2. Ability to work with all kinds of people. It is important that she respect human dignity and feel genuine, friendly warmth towards people.
3. She must appreciate differences of race, nationality and religion.
4. Strong convictions about the values of democracy.
5. Good health.
6. She must be able to meet people easily and work with them both individually and in groups.
7. Skill in social welfare administrative procedures, including financing and public relations, community organization and group leadership.
8. Should have skill in public speaking, as well as understanding of the values and use of activity in groups.
9. The ability to write English clearly and speak it well is essential.
10. An appreciation of the cultural arts is an asset.

Y. W. C. A. (NATIONAL ORGANIZATION) - College Education

1. A positive and growing faith in God and in values of personal worth and social justice.
2. A warm and outgoing acceptance of people and a belief in their capacities for growth.
3. The desire and ability to work democratically with others.
4. To reach decisions objectively.
5. To assume responsibility and carry through.
6. Imagination and a sense of humor.
7. Integrity.
8. Good health both physical and mental.

Y.M.C.A. (NATIONAL ORGANIZATION) - College Education

1. Fundamental integrity of character.
2. Vital Christian purposes.
3. Capacity for spiritual life and growth and considered as essential aspects of personal and professional fitness.
4. Health--pass the standard health examination.
5. Ability to work democratically with others.

BOY SCOUTS OF AMERICA (NATIONAL ORGANIZATION)

1. He should have good health and be physically fit.
2. College education. It should be more than formal completion of college courses. It should be such training as to result in a broad social vision. Should be open-minded, alert, and able to take his place as a real leader.
3. He should have personal qualities of industry, enthusiasm, cooperation, loyalty, thoroughness, tact, courtesy. His personal and family life must be four square. His spiritual life must be on a high plane.
4. He should have leadership capacity for friendliness, ability to accept responsibility, ability to delegate responsibility to others, ability to win men to his cause, ability to master detail, ability to plan his personal program and to plan for others as well, and the ability to command men's respect.

CAMPFIRE ASSOCIATION (NATIONAL ORGANIZATION)

1. Leader has a sincere, warm appreciation of people.
2. Leader uses a cooperative, not authoritative method of control.
3. Leader is willing to be a learner and to admit lack of knowledge or failure and to try again.
4. Leader is observing, sensitive to emerging needs, interests and capacities.
5. Leader plans with, and not for her groups. She is willing to do the "disappearing act."
6. Leader is willing to be trained, and uses resources of all kinds to better the quality of her leadership.

7. Leader finds satisfaction in the job and expresses her enjoyment in her speech, actions and her friendly manner.
8. Patience, a sense of humor and ease of adaptability.
9. Good health.
10. College education.

YOUTH DIVISION NATIONAL SOCIAL WELFARE ASSEMBLY

1. Do you make friends easily?
2. Do you like to help people?
3. Do you feel at home with people of different races, color, ancestry, faiths, customs, social or economic background?
4. Do you like children and young people?
5. Do you try to understand people's actions?
6. Do you have a keen interest in your community and its problems?
7. Do you like to go to meetings, work on committees, make public talks?
8. Do you think life is full of vital problems which you would like to tackle?
9. Do you have special skills, interests, hobbies, which you can share with others?
10. Do you accept responsibility and carry through?
11. Do you manage money so that both ends meet?

ORDWAY TEAD - NATIONAL LEADER

1. Physical and nervous energy.
2. A sense of purpose and direction.
3. Enthusiasm.
4. Friendliness and affection.
5. Integrity.
6. Decisiveness.

7. Technical mastery.
8. Intelligence.
9. Teaching skill.
10. Faith.

EVERETT W. DU VALL - NATIONAL LEADER

1. Leaders should be able to discern quickly and accurately the relationships and meaning of situations.
2. Ability to plan and make clear cut firm decisions that will bring about successful results.
3. Initiative, determination, creative imagination and courage of one's convictions.
4. A true leader must be accepted as a member of the group.
5. The leader must know the groups objectives.
6. Group leaders must be emotionally and socially mature. (A person may be considered mature when he can face reality, can accept the difficulties and disappointments resulting from factors in life beyond his control.)
7. Leaders must be able to accept imperfections of others.
8. Objectivity is essential to effective leadership in group contact.
9. Insight, effective analysis and evaluation.

HARLEIGH B. TRECKER - NATIONAL LEADER

1. Leader should have a deep sense of group purpose and ability to make others feel it.
2. Leaders should be able to clarify their own role within the group.
3. Leaders must be able to relate individual to group and group to each other.
4. Leaders must understand the art of communication.
5. Leaders are constantly aware that group morale arises out of successful guided group experiences.

6. Leaders should possess the twin gifts of consistent enthusiasm and critical evaluation.
7. Leaders are called upon to work simultaneously with a number of groups.
8. Leaders are usually required to have technical, informational and research data.
9. Leaders must help groups to define their purpose and objectives.
10. Leaders must be able to screen problems and establish priorities.
11. Leaders must maintain continuous coordination, integration and evaluation.
12. Leaders must influence significantly the attitudes and behavior of groups.
13. Leaders are most often found to be above the average level of intelligence.
14. Skilled in group analysis.

AMERICAN ASSOCIATION OF GROUP WORKERS

1. Emotional, mental, and chronological maturity.
2. Social vision and social interest.
3. Purposeful desire to serve.
4. Ability to maintain a co-operative, democratic approach (ability to guide without dominating).
5. Fundamental respect for and interest in others.
6. Responsibility, dependability and resourcefulness.
7. Knowledge of basic resources of the community.
8. Basic interests and skills within the possible range of the group program.
9. Teaching skill.
10. Intellectual background.
11. Ability to give the time needed.

NATIONAL LEADER - S. R. SLAVSON

1. Psychological insight.
2. A socialized personality.
3. Intellectual hospitality.
4. Respect for the personalities and views of others.
5. Broad social interests and an evolved social philosophy.
6. The capacity to allow others to grow intellectually at their own pace.
7. Emotional maturity.
8. Co-operativeness.
9. Resourcefulness.
10. Creativity and respect for the creativity of other people.
11. Love for people.
12. Cheerfulness and evenness of temper.
13. Knowledge.
14. Humor.

APPENDIX B

Raw Scores

RAW SCORES

THE PERSONALITY INVENTORY

	B1-N	B2-N	B3-1	B4-D	F1-C	F2-S
1	-135	/128	-40	/183	-133	/100
2	-119	/139	-57	/100	-135	/97
3	-148	/84	-80	/65	-99	-13
4	-146	-135	-64	/99	-110	-93
5	-163	/82	-93	/121	-163	-36
6	-141	/124	-80	/111	-155	/60
7	-97	/9	-66	/8	-27	-57
8	/11	-9	/22	-2	/38	-33
9	-199	/61	-101	/178	-176	-13
20	-193	/99	-91	/157	-185	/26
21	-54	/22	-3	/116	-42	/3
23	-124	-34	-63	/73	-73	-141
24	-150	/46	-83	/89	-117	-57
25	-159	/7	-86	/118	-114	-76
26	-66	/38	-26	/105	-36	/28
27	-153	/43	-71	/108	-116	-32
28	-36	-14	-16	/80	-52	-56
29	-107	-59	-63	/66	-55	-109
30	-157	/26	-97	/145	-124	-76
31	-209	/72	-104	/171	-201	-34
32	-145	/50	-62	/98	-112	/4
33	-77	/19	-44	/46	-15	-13
34	/96	-22	/64	-13	/139	/44
35	-134	/145	-57	/148	-102	/1

RAW SCORES

THE PERSONALITY INVENTORY Continued

	B1-N	B2-N	B3-1	B4-D	F1-C	F2-S
36	-141	/16	-86	/118	-129	-18
39	-191	-5	-123	/118	-71	-124
40	-3	-91	-13	-34	/88	-118
41	-166	/34	-75	/120	-130	-43
42	/92	/15	-87	/150	-160	-33
46	-141	/33	-85	/115	-122	-31
47	-58	-42	-33	/19	-1	-73
48	-114	/29	-58	/49	-69	-57
49	-97	/50	-51	/82	-49	-29
52	-197	/23	-110	/116	-51	-68
54	-13	-93	-70	/58	/41	-65
55	-178	/88	-82	/132	-127	/2
60	-95	/29	-48	/96	-68	-6
61	-125	-33	-70	/87	-100	-92
62	-94	-3	-54	/116	-93	-40
63	-139	/49	-69	/103	-104	-30
64	-92	/8	-69	/90	-63	-54
65	/95	-43	-43	/61	-57	-82
66	-147	/29	-112	/95	-46	-54
67	-40	-5	-27	/63	-9	-16
68	-161	/42	-76	/131	-148	-9
70	-184	-8	-97	/91	-135	-91
71	-138	/8	-72	/77	-115	-87
72	-186	/7	-96	/163	-153	-82

RAW SCORES

THE PERSONALITY INVENTORY Continued

	B1-N	B2-N	B3-1	B4-D	F1-C	F2-S
73	-204	/38	-118	/140	-169	-57
74	-198	/94	-106	/143	-195	/3
80	-195	/9	-108	/163	-187	-80
82	-172	/33	-100	/122	-151	-53
87	-159	/59	-79	/91	-145	/5
88	-209	/72	-104	/171	-201	-34

RAW SCORES

KUDER PREFERENCE RECORD

	1	2	3	4	5	6	7	8	9
1	27	37	33	98	38	96	27	50	54
2	46	12	52	67	57	56	13	122	34
3	80	30	70	91	43	39	20	104	34
4	35	8	33	107	56	54	30	108	24
5	48	37	62	102	27	49	30	94	51
6	20	43	34	73	41	81	29	78	67
7	55	19	38	73	45	61	25	94	57
8	48	37	54	59	58	53	30	74	47
9	41	13	36	85	50	53	26	109	16
20	101	21	79	66	39	43	9	110	21
21	57	23	46	50	20	58	15	106	51
23	38	36	36	89	18	53	24	111	65
24	61	38	79	41	74	38	16	109	40
25	75	39	67	78	36	46	7	102	59
26	57	27	36	62	34	76	23	96	59
27	51	15	24	80	34	52	33	121	29
28	34	23	40	72	53	88	18	104	49
29	27	23	48	87	26	65	13	119	48
30	78	27	74	92	41	38	4	120	26
31	27	14	40	98	43	66	21	130	36
32	88	21	62	64	55	34	6	103	43
33	58	34	42	68	61	42	27	92	48
34	36	19	31	52	54	75	32	99	44
35	87	29	56	78	37	57	11	116	35

RAW SCORES

KUDER PREFERENCE RECORD Continued

	1	2	3	4	5	6	7	8	9
36	73	34	58	31	46	65	23	111	39
39	26	31	38	78	44	73	29	117	35
40	75	27	55	44	58	28	32	124	43
41	49	35	60	62	49	58	26	118	42
42	37	10	35	90	73	59	14	109	44
46	65	24	60	70	35	66	11	112	34
47	33	17	53	72	37	68	24	103	54
48	33	39	35	69	64	65	29	118	47
49	55	8	53	70	52	41	31	125	27
52	84	37	52	56	47	31	20	74	56
54	45	50	38	62	52	55	36	89	49
55	89	19	68	81	41	81	16	72	29
60	64	27	62	52	51	45	12	99	50
61	47	27	58	87	27	30	12	119	48
62	45	29	28	55	32	58	23	107	76
63	50	22	44	80	21	57	18	116	63
64	55	28	56	87	21	50	6	92	73
65	66	18	52	60	42	59	15	124	20
66	48	33	54	71	29	62	24	92	53
67	39	24	46	92	40	33	30	123	54
68	73	33	60	97	40	50	16	102	32
70	43	8	41	95	47	55	24	125	43
71	49	19	35	79	36	56	35	102	67
72	64	20	62	88	31	61	28	98	27
73	62	38	67	72	32	26	19	105	63

RAW SCORES

KUDER PREFERENCE RECORD Continued

	1	2	3	4	5	6	7	8	9
74	88	39	71	54	31	43	9	104	58
80	85	14	40	94	46	69	15	99	40
82	33	17	47	113	48	58	23	104	32
87	62	17	45	88	51	36	17	124	34
88	27	14	40	98	43	66	21	130	36

RAW SCORES
ALLPORT STUDY OF VALUES

	I	II	III	IV	V	VI
1	36	18	40	44	34	8
2	22	26	31	42	29	30
3	19	33	22	34	35	37
4	26	25	23	35	31	40
5	31	20	21	28	36	41
6	19	18	36	32	22	53
7	22	26	27	35	23	47
8	19	17	33	32	25	53
9	26	19	30	28	20	57
20	40	22	15	38	30	35
21	21	16	31	43	28	41
23	29	20	23	42	24	42
24	38	17	26	34	28	37
25	28	30	15	36	31	40
26	34	25	29	32	26	34
27	27	21	23	39	18	52
28	35	14	20	37	21	55
29	20	22	22	40	24	52
30	29	42	17	29	31	32
31	32	17	32	40	30	29
32	31	20	29	35	27	38
33	34	24	33	38	16	35
34	28	15	31	37	16	53
35	34	21	29	31	29	36

RAW SCORES

ALLPORT STUDY OF VALUES Continued

	I	II	III	IV	V	VI
36	41	8	31	36	18	46
39	11	25	32	42	31	39
40	25	21	31	46	12	45
41	26	28	19	27	31	49
42	34	23	20	29	21	53
46	28	24	19	38	33	38
47	35	16	23	41	21	44
48	20	15	35	37	31	42
49	27	11	32	39	26	45
52	31	27	26	26	26	44
54	28	18	28	34	29	51
55	27	20	14	38	33	48
60	19	32	18	38	32	41
61	30	38	14	35	27	36
62	33	30	21	27	33	36
63	29	20	25	28	33	45
64	23	32	14	38	31	42
65	27	22	22	30	36	43
66	29	30	19	35	22	45
67	22	16	27	41	20	54
68	33	26	16	42	21	42
70	28	19	24	30	22	57
71	27	18	28	38	23	46
72	33	25	14	29	37	42

RAW SCORES

ALLPORT STUDY OF VALUES Continued

	I	II	III	IV	V	VI
73	23	27	15	32	32	51
74	39	31	10	30	34	36
80	28	27	19	30	31	45
82	30	17	22	32	28	51
87	23	16	18	44	26	53
88	32	17	32	40	30	29

RAW SCORES
JOHNSON TEMPERAMENT ANALYSIS

	A	B	C	D	E	F	G	H	I
1	60	63	91	100	87	70	95	104	75
2	68	61	77	83	96	70	66	58	80
3	70	57	83	111	99	60	80	55	100
4	65	69	70	101	89	80	78	60	80
5	57	65	86	104	92	69	74	56	100
6	66	61	79	96	92	73	74	64	106
7	61	66	72	105	94	82	75	62	89
8	74	94	83	84	93	77	74	78	78
9	62	60	87	108	100	84	88	61	104
20	58	61	77	96	90	72	78	63	98
21	73	73	90	110	93	83	89	77	86
23	66	60	85	112	95	62	81	61	98
24	67	58	87	107	99	67	70	65	97
25	61	59	78	107	93	59	83	55	108
26	66	65	79	102	97	78	84	61	78
27	61	67	86	77	97	65	76	65	90
28	70	75	82	108	89	80	74	73	73
29	73	60	83	111	98	66	72	61	97
30	69	64	83	102	94	79	83	79	90
31	57	55	88	114	99	68	91	70	86
32	58	68	71	91	98	69	68	71	92
33	68	57	87	95	73	76	65	65	95
34	98	88	80	99	94	79	70	82	78
35	75	67	84	95	92	71	75	62	86

RAW SCORES

JOHNSON TEMPERAMENT ANALYSIS Continued

	A	B	C	D	E	F	G	H	I
36	70	67	78	98	99	66	75	63	100
39	63	65	89	112	98	77	75	66	101
40	63	79	70	109	100	79	68	61	96
41	68	59	86	106	99	63	74	57	108
42	71	68	84	106	94	62	76	66	98
46	65	62	80	112	98	72	78	60	91
47	70	83	76	106	95	69	67	70	101
48	69	63	71	110	94	68	67	63	106
49	73	74	92	108	97	77	79	65	90
52	61	56	78	91	92	65	76	63	107
54	72	64	76	104	96	75	72	64	96
55	63	70	86	103	82	80	90	63	100
60	75	77	72	82	86	85	79	85	83
61	61	70	75	87	85	67	72	56	93
62	72	62	88	102	83	89	85	73	105
63	68	19	80	107	94	70	82	75	104
64	79	71	69	88	98	70	76	84	88
65	74	71	77	106	95	76	76	60	103
66	69	56	84	100	89	75	98	58	99
67	81	70	77	98	95	84	78	80	85
68	61	55	86	109	96	72	78	62	84
70	58	57	86	104	96	64	82	55	101
71	70	62	89	104	98	76	79	56	105
72	58	55	89	109	89	70	81	63	97

RAW SCORES

JOHNSON TEMPERAMENT ANALYSIS Continued

	A	B	C	D	E	F	G	H	I
73	67	59	88	114	96	66	79	62	99
74	57	59	80	103	93	65	77	65	106
80	57	56	88	109	96	62	85	58	107
82	61	62	87	101	95	67	77	55	111
87	57	59	81	108	100	61	73	55	100
88	57	55	88	114	99	68	91	70	86

RAW SCORES

CALIFORNIA TEST OF PERSONALITY

WONDERLIC PERSONNEL TEST

	Self- Adjustment	Social Adjustment	Total Adjustment	I. Q.
1	78	68	146	41
2	83	70	153	28
3	69	61	130	23
4	70	68	138	24
5	83	75	154	31
6	80	73	153	28
7	76	75	151	28
8	40	44	84	26
9	89	78	167	20
20	80	78	158	25
21	59	63	122	22
23	75	78	153	31
24	81	76	157	35
25	85	79	164	35
26	54	36	90	29
27	75	60	135	33
28	59	70	129	30
29	72	81	153	29
30	71	60	131	29
31	76	73	149	36
32	77	71	148	35
33	66	67	103	28

RAW SCORES

Continued

CALIFORNIA TEST OF PERSONALITY

	Self- Adjustment	Social Adjustment	Total Adjustment
34	50	71	121
35	66	67	133
36	77	73	150
39	81	73	154
40	68	71	139
41	78	68	146
42	77	76	153
46	65	67	132
47	64	73	137
48	63	53	116
49	68	70	138
52	71	72	143
54	68	76	144
55	77	62	139
60	69	56	125
61	81	77	158
62	67	63	130
63	63	59	122
64	65	67	132
65	55	70	125
66	81	77	158
67	55	61	116

WONDERLIC PERSONNEL TEST

I. Q.

40
40
32
31
34
31
28
27
28
28
27
37
43
32
10
26
7
25
14
19
21
21

RAW SCORES
Continued

CALIFORNIA TEST OF PERSONALITY				WONDERLIC PERSONNEL TEST
	Self- Adjustment	Social Adjustment	Total Adjustment	I. Q.
68	78	73	151	32
70	78	76	154	27
71	72	73	145	38
72	86	65	151	40
73	68	70	138	35
74	66	64	130	33
80	85	74	160	28
82	83	77	160	39
87	85	82	167	30
88	76	73	149	36

18 MATCHED PAIRS SELECTED FOR THIS STUDY

	PAIR	IDENTIFICATION NUMBER	AGE	EXPERIENCE YEARS	EDUCATION YEARS COLLEGE
1.	Good	20	33	10	4
	Poor	63	35	8	4
2.	Good	68	29	5	4
	Poor	67	28	3	4
3.	Good	74	21	2	4
	Poor	62	22	1	4
4.	Good	87	38	18	4
	Poor	28	36	16	4
5.	Good	31	31	9	4
	Poor	26	33	12	4
6.	Good	70	23	1	3
	Poor	65	22	1	3
7.	Good	73	24	4	4
	Poor	64	25	2	4
8.	Good	25	32	10	4
	Poor	21	33	8	4
9.	Good	66	24	2	4
	Poor	60	25	2	3
10.	Good	42	32	9	4
	Poor	32	35	6	4
11.	Good	41	27	2	4
	Poor	8	25	3	4
12.	Good	4	21	2	3
	Poor	47	23	3	4
13.	Good	5	31	6	4
	Poor	7	31	7	4
14.	Good	39	23	2	4
	Poor	48	24	4	4
15.	Good	54	25	3	4
	Poor	33	27	4	4
16.	Good	24	27	5	3
	Poor	49	25	3	4
17.	Good	6	56	14	4
	Poor	34	56	18	4
18.	Good	9	23	2	3
	Poor	40	21	4	4

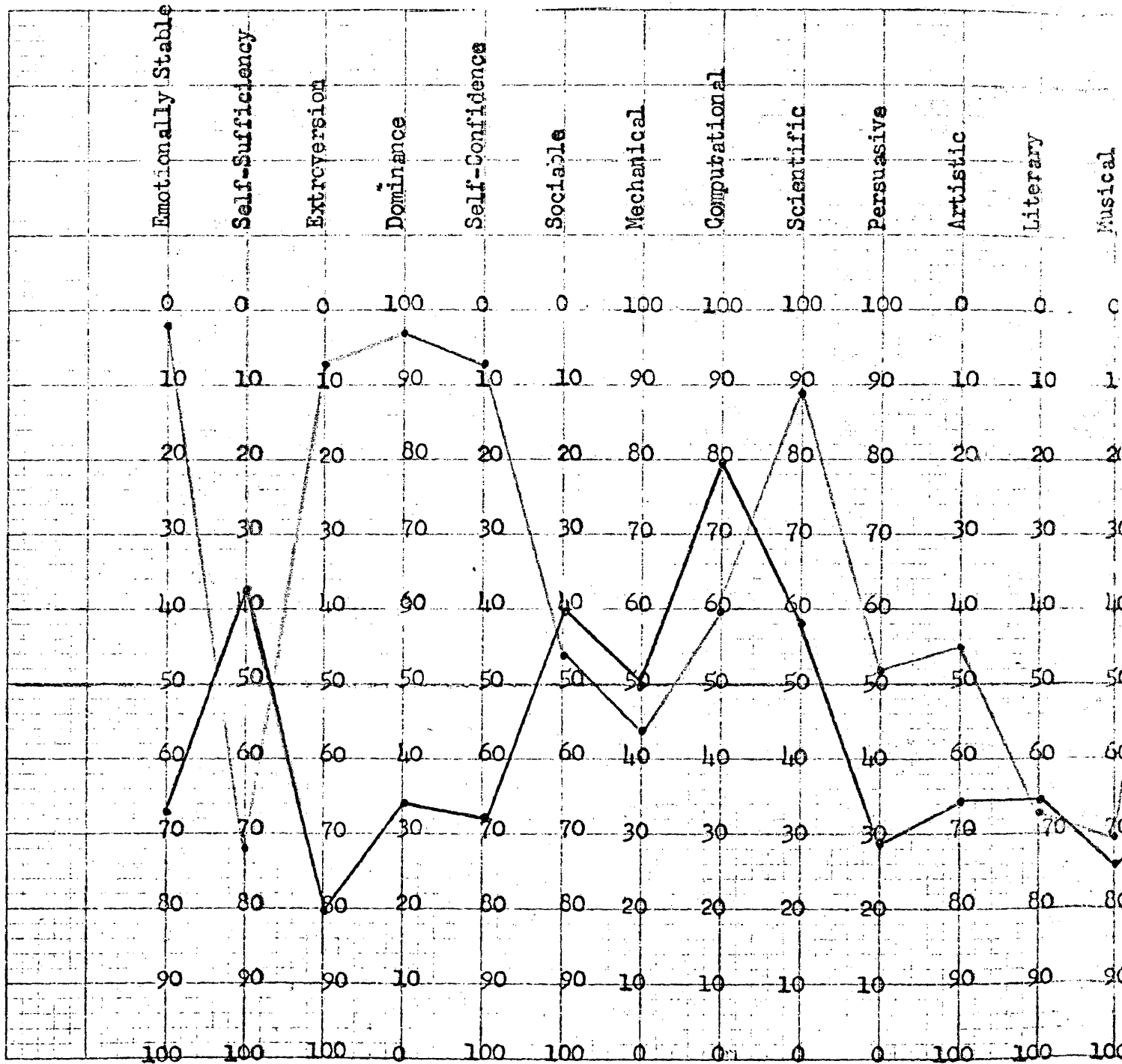
APPENDIX C

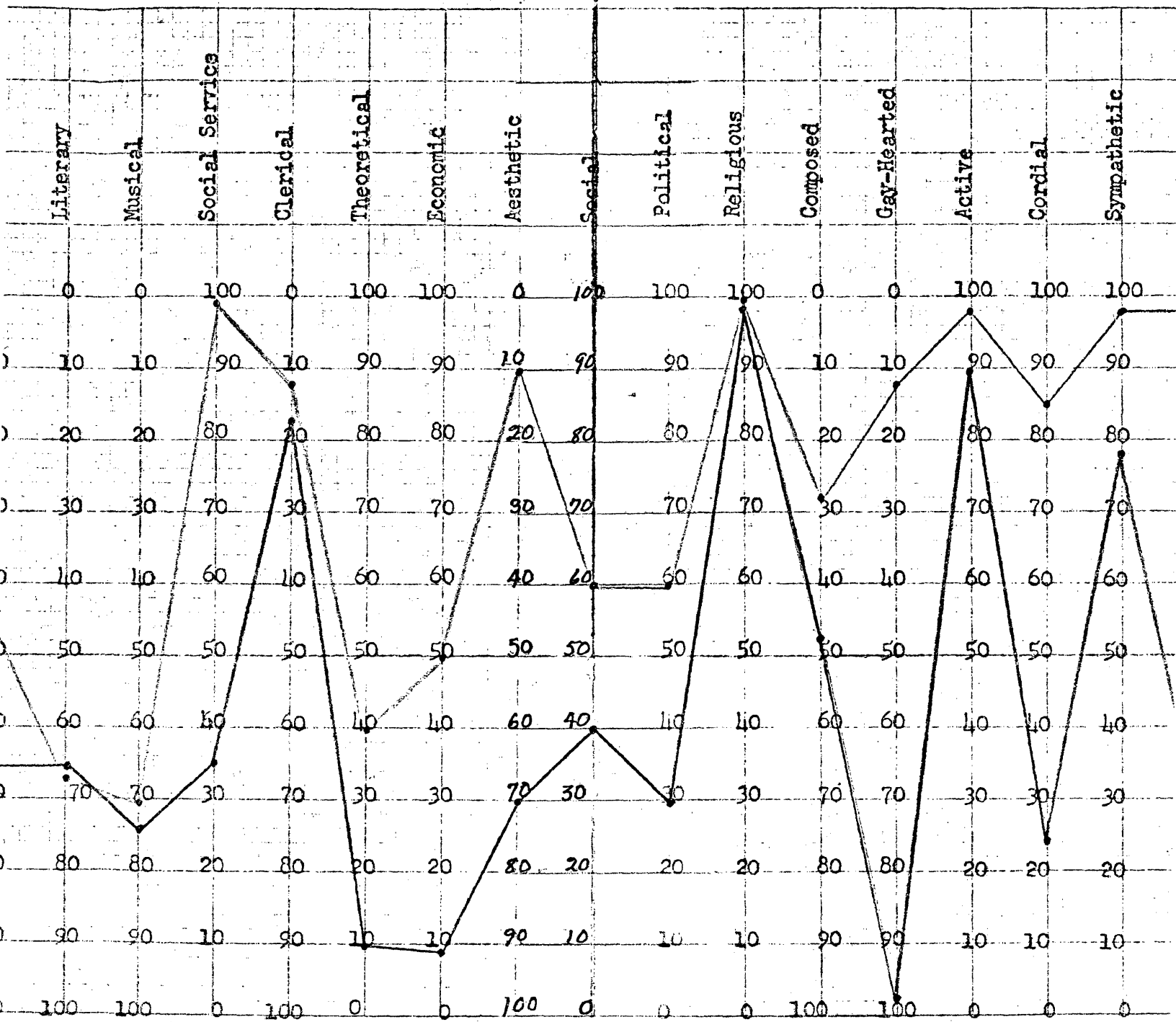
Profile

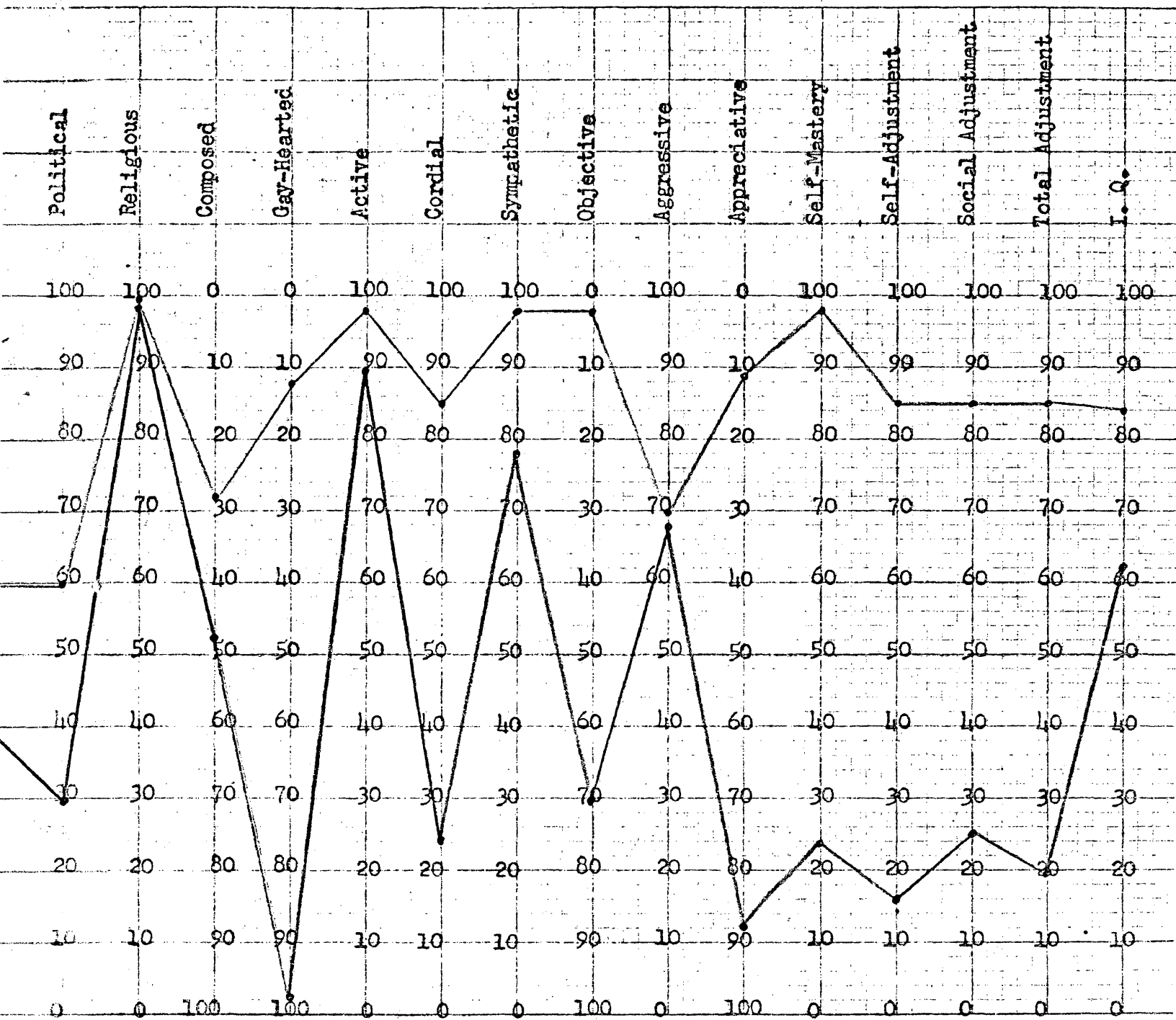
PROFILE NO. II

No. 41 --- Good

No. 8 ——— Poor







APPENDIX D

Formula

WORK SHEET FOR DETERMINING "t" VALUE

TRAIT CORDIAL

RATING GOOD

TEST JOHNSON TEMPERAMENT ANALYSIS

"t" VALUE 1.9896

MEAN ARRAY	FREQUENCY f	CODE NUMBERS X	SUM OF CODE NO.'S fX	SUM OF SQUARES OF CODE NO.'S fX ²
114	11	9	18	162
114				
111	1	6	6	36
109	1	4	4	16
108	11	3	6	18
108				
107	11	2	4	8
107				
106	11	1	2	2
106				
104	111	-1	-3	3
104				
104				
103	1	-2	-2	4
101	1	-4	-4	16
100	1	-5	-5	25
96	11	-9	-18	162
96				
1898 $\bar{X}_1 = 105.44$	n = 18		$\frac{+40}{-32}$ +8	452

COMPUTATION:

$$t = \bar{X}_1 - \bar{X}_2 \sqrt{\frac{n(n-1)}{Sf_{X_1}^2 + Sf_{X_2}^2}}$$

$$t = 105.44 - 100.56 \sqrt{\frac{306}{448.5 + 1392.5}}$$

$$t = 1.9896$$

$$Sf_{X_1}^2 = SfX^2 - \frac{(SfX)^2}{n}$$

$$Sf_{X_1}^2 = 452 - \frac{64}{18}$$

$$Sf_{X_1}^2 = 448.5$$

WORK SHEET FOR DETERMINING "t" VALUE

TRAIT CORDIAL

RATING POOR

TEST JOHNSON TEMPERAMENT ANALYSIS

"t" VALUE 1.9896

MEAN ARRAY	FREQUENCY f	CODE NUMBERS X	SUM OF CODE NO.'S fX	SUM OF SQUARES OF CODE NO.'S fX ²
110	11	10	20	200
110				
109	1	9	9	81
108	11	8	16	128
108				
107	1	7	7	49
106	11	6	12	72
106				
105	1	5	5	25
102	11	2	4	8
102				
99	1	-1	-1	1
98	1	-2	-2	4
95	1	-5	-5	25
91	1	-9	-9	81
88	1	-12	-12	144
84	1	-16	-16	256
82	1	-18	-18	324
1810 $\bar{x}_2 = 100.56$	n = 18		+ 73 - 63 + 10	1398

COMPUTATION:

$$Sf_{x_2}^2 = SfX^2 - \frac{(SfX)^2}{n}$$

$$Sf_{x_2}^2 = 1398 - \frac{100}{18}$$

$$Sf_{x_2}^2 = 1392.5$$